

CHILD-WELFARE MAGAZINE

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President's Desk

Nineteen hundred and eighteen with all its tragedies, all its heroisms, all its victories, has passed into history. What has it meant to all of us and what are the lessons we may learn from it?

War and pestilence greater than the world has ever known have marked the New Year, 1919 year that has gone. Yet, on the other hand, never before have so many people of so many nations cast all thoughts of self aside, and lived and worked for others. There is a gleam of light in all the terrible tragedies of the war, in that so many men and women have risen against the evil, and have given all they hold most dear that justice and freedom should be saved to the world. In that lies the hope of the future. Those who have stood in the battle lines side by side here and "over there," fighting for great principles, can never again be strangers.

Bonds have been knit which can never be severed. Humanity has risen to the heights to conquer the forces which have attempted to drag it into the dust.

America, our country, shines with a glory that brightens the world! At the peace table it holds a place of honor. It will stand for human liberty, for human rights, for settlements which will be fair and just, and which will not sow the seeds for another war.

In the dark years of the war many were discouraged that in the days we called civilized such a brutal war could be possible. Many wondered whether Christianity had made any gains. The answer came in no uncertain terms. Never has a world revolted against the brutality and the greed for power in Germany as has the world today. It is in truth a Happy New Year which dawns. A year when destruction gives place to construction, when those who worked on munitions and death-dealing machines may turn their efforts to the useful arts of life, when our brave men may return to homes and families, when our brave women and girls may be relieved of the heavier duties that war has placed upon them. It can never be the frivolous, thoughtless life of the past for those who have faced death for themselves or their dear ones.

A Happy New Year means still the opportunity for service in fuller measure. With love and gratitude to the Heavenly Father, let us all work with Him to make the lives of all His children richer and happier.

The National Congress of Mothers named its birthday, February 17, Child-Welfare Day, because the Congress came into existence solely to promote the welfare of the children. To that service the organization is dedicated. To that service it has devoted itself through the twenty-two years of its existence.

Child-Welfare Day The value of and power for good of one mother to her children has been multiplied thousands of times by the combined systematic effort of thousands of mothers who have taken into their hearts and care the welfare of the children of the world.

Logically on mothers rests this duty and this privilege. Through consecration and unselfish devotion of the members the Congress has brightened the lives of little children by making conditions better in many ways.

Child-Welfare Day should be celebrated by every member of the Congress as loving children prepare gifts for the loved mother on her birthday.

It should be celebrated exclusively as a national day, when every member should strive to show by substantial tokens the appreciation that there is a National Congress of Mothers.

The needs of local and state branches should be considered at some other time. The entire gifts of Child-Welfare Day should be for the National Treasury. There is a tendency in some places to divide the gifts and send only a part to the National. It is largely through misunderstanding that this has been done.

Is it asking too much to expect that one day in the year shall be given to consideration of the needs of the National Congress, of what it should and could do for every branch if it were equipped as it should be?

Is it expecting too much that every member of the Congress should have the privilege of increasing its power for service by an annual generous gift. Churches have their days for special contributions. The National Congress of Mothers must depend on its members for its growth in power to serve.

If only it were possible for all of them to meet, to gain the inspiration that comes by personal touch and conference, there would be such an advance as would rejoice every heart! The printed page, letters and leaflets can never give what comes from coming together nationally, yet what have they not done in our country during the last year in Food Conservation, Liberty Loan days and Red Cross?

May not Child-Welfare Day be this year the most widely celebrated of all the days this February 17.

This month we publish a program which has been prepared to take in the children, and which will require time for preparation. In the February MAGAZINE a program will be given, reviewing the work of the past year and outlining the plans for the coming year, which should be read at every celebration of Child-Welfare Day.

The interruption of meetings of the Parent-Teacher Associations through the epidemic still continues. In many places the schools are still closed, with no immediate prospect of re-opening.

In other places the schools are closed for the second time, owing to a recurrence of the epidemic.

Influenza Still Holds Sway

One of the saddest features is the breaking up of families, through the death of one or both parents. Every local parent-teacher association must know of these broken families. Every Parent-Teacher Association has come to the rescue of Belgian and French orphans. No less necessary is it to extend aid to the children of our own land. That aid means to ensure to them a mother's love and care. Why not adopt American orphans and American mothers as we have adopted French orphans?

Can the Congress of Mothers perform a more motherly act than to give motherly care to the victims of this phenomenal epidemic?

One Way to Make Parent-Teacher Associations Successful

BY MRS. CLARK GIFFORD.

During the recent convention of the Indiana Branch of the National Congress of Mothers and Parent-Teacher Associations reports were given of the failure to interest a sufficient number of parents and friends of the children of the respective districts to make the meetings successful. Feeling that our plan would do for them what it had done for our school I submitted the following report. As chairman of the visiting committee, myself and co-workers, regardless of weather conditions, visited every home in the district.

Where mothers greeted us with bare arms and invited us into rooms whose atmosphere was heavy with the odor of soap suds and often two, three and sometimes more families were living in one house of the ordinary sized dwelling house of one-family capacity, we found mothers too timid to come out to the meetings, saying they knew no one.

We assured them they would know us, as we would wear the same hat, coat and dress we wore while visiting them. At this point we

resolved that no amount of change in their appearance could fail to make us know them.

Where we found a lack of interest we created one by persistently inviting, visiting and getting better acquainted.

We omitted the "We want to help you," but left the thought that the meeting would lose its fullest measure of helpfulness to others if they failed to participate. We also made it a point to greet each visitor with a handshake, express delight at their coming out, recall some little pleasant personal incident of which they had told us and by this created a bond of good fellowship which had to be gained before the interest in our Parent-Teacher Association's work could be counted upon. Out of three hundred and fifty-one names enrolled the chairman memorized nearly three hundred. Our efforts resulted in filling a room of one hundred and twenty seating capacity to standing room only.

After all it's the personal touch that is the modus propaganda supreme.

What Do You Know About the Kindergarten?

By MATILDA M. REMY

Having 3,800,000 children in the United States without kindergarten training makes one stop and ask the question, "And what advantage would accrue if these same 3,800,000 children were all at once given this opportunity?"

A kindergarten in every public school in our land is the goal set by those who are the color bearers for the little child under six years of age. This movement is in accordance with the Educational Committee of the General Federation of Women's Clubs, with the policy of the National Congress of Mothers and Parent-Teacher Associations, and we hope with all child-welfare organizations of whatever nature.

Laws in some of our states are such that as soon as a deficit occurs in the school budget the shortest cut to relieving the situation seems to be to take away from the child the advantage of systematic training at a time when impressions are strongest. Mr. John Clark, in a recently published book, "The School and Other Educators," says: "The early influences are impressed upon plastic material, and it is little wonder if the impress is a very permanent one." To the superintendent and the school board who look upon the kindergarten as the foundation the foundation itself is safe in spite of finances. Those who do not understand its importance and are willing to begin later will let the foundation form itself out of any material which it finds at hand and the world will be poorer for their lack of wisdom. No school board or superintendent would say that it were better to have a good upper and a poor sole on a shoe, yet many of them will say that we must have our higher grades kept up and let the youngest child suffer and do without if there is any doing without to be done. When a superintendent says he would resign if the kindergartens are to be discontinued the kindergartens are safe, for the superintendent who makes that statement is not one whose resignation would be considered lightly. The strongest superintendents we have in our country are the staunchest allies of the kindergarten movement. Take a short quotation from the Kindergarten's Creed written by Dr. Randall J. Condon: "I believe in little children as the most precious gift of heaven to earth. I believe that they have immortal souls, created in the image of God, coming forth from and to return to Him. I believe that in every child are infinite possibilities for good or evil and that the kind of influence with which he is surrounded in early childhood largely determines whether or not the budding life shall bloom in fragrance and beauty, with the fruit thereof a noble Godlike character.

"I believe it to be the mission of the kindergarten to

'Step by step lift bad to good;
Without halting, without rest,
Lifting better up to best.'"

Kindergarten training has been hard to explain to the general public, hence the general public including school boards have not been impressed with the necessity for this start in life, but when once they understand that it is "lifting better up to best" they will not be able to visualize a school system without the kindergarten as the beginning. In order to meet the general public on their ground of understanding kindergartners have shown that the kindergarten child has received work which better fits him for the first grade. For instance, the story work in the kindergarten makes for better reading in the first grade; the constant incidental number work in the kindergarten gives to the child clearer concepts of number; the use of the crayon in his crude little drawings makes the task of learning to write with the symbols of language easier. So much for the three Rs which are recognized as essentials by rich and poor, high and low, educated and uneducated. When we come to the college-trained man or woman, to the worker in the educational field, to the distinctively child-welfare worker we expect an understanding of the finer, the higher things in the kindergarten. An appreciation of those fundamentals in life which cannot be seen in tangible form. The sad part of it is that we are not always sure of this understanding even from those who call themselves child welfare workers. If the kindergarten is passed by by them what can we expect of the general public? Even to these special workers, sometimes, education is thought to begin at six years of age when the child enters what is termed school. They recognize physical needs at an earlier period but other than that the two-, three-, four-, and five-year old do not come under their jurisdiction and what is done for the human life at this stage is a matter of unconcern to many. If the inspiration to right activity which comes to human lives through living up to right ideals could be seen as can clean hands and clean faces the task of the kindergartner in making the public know would be nil. She has to make them see what isn't seeable to the physical eye and only as time goes on does the full value of sewing the right seed at the most impressionable age become apparent.

In how many homes is the little two-, three-, four-, and five-year-old child an enigma—an enigma because the parents do not seem to realize that he is given years of immaturity so that he can be trained. What an impetus there would be in the world of childhood if parents as a whole realized the importance of right training

for these earlier years when, now, to many, these years mean simply a time to grow up. And how many children's lives are dwarfed in various ways because even the parents of well-to-do and educated people know only one method—striking; striking is quick and of immediate result; teaching the right is a longer process—time does not permit even though it means life to the child and happiness to the household. Kindergarten training is a much bigger thing than a way to make a living limited to four walls of a school room—it is as broad in its scope and as far-reaching in its effect as the haunts of childhood wherever they may be—home, school, or street.

The child-welfare worker often begins with the child when he has committed some crime or when the parents through their ideas of punishment have brought the child to the attention of an outsider. Feeding and clothing and preventing cruelty we can all understand. How long will it be before we, as a nation, can understand the upbuilding of character in the early impressionable years to be more worth while than any repairing of destruction. Any one can see that a thing partly destroyed, even character, must be repaired before it can again be useful; but surely there are those among the list of childhood workers who can see the upbuilding work of the kindergarten and who will carry the word in an emphatic way, to other workers—to those who do not see.

Quoting from one of the many bulletins published by the Kindergarten Department, Bureau of Education, Department of the Interior, Washington, D. C.:

"The kindergarten gives children who must live in unfortunate surroundings the care and training you want them to have to make them good companions. It teaches gentle sturdiness, unselfishness, honor, good manners and cleanli-

ness of body, mind, and speech. It gives the child whom necessity has dealt with badly the inspiration of a refined woman who is an understanding, patient friend and teacher. And it does it when the child is most impressionable, most initiative, and most active in the making of character. Its work is lasting."

"The vital aid that the kindergarten gives in the problem of Americanization is another imperative reason for having classes in all of our schools."

The kindergarten supplies with appropriate and adequate material the growing interests of the child to make things thus leading to construction and happiness instead of destruction and disapproval and giving scope to the creative self-activity alive in every child—keeping in mind that it is not the thing made but the educative process of making which stands out as most important.

In this day when the material seems to be swept away and only the ideal left the reality of the inner forces comes to the front. After weighing, measuring and saving the babies what shall we do with them? The education of the child is quite as necessary as its health; "to lift better up to best" in character is quite as important.

The story is told of a little two and one-half year old who salutes whenever her father's name is mentioned in her presence by a stranger. We, especially those of us who are the standard bearers for the little child, who are true to our colors, must salute the childhood of America, meaning by our salute that we are as ready to work as hard to save the child at home as the father is in fighting to save the nation at the front.

Again we ask, "What do you think kindergarten training would do for the 3,800,000 children in America now deprived of such training?"

Man Cannot Live to Himself Alone, Nor Can a Nation

By JOHN D. ROCKEFELLER, JR.

There was a time when neighboring countries were as remote from each other, in so far as intercourse and communication are concerned, as though separated by an ocean or a continent. That day has passed.

No longer can any man live to himself alone, nor any nation. The world has become a unit. Crop failure in South America is felt in Europe. A panic in London or New York creates financial depression throughout the world. Industrial difficulties in any one country have their influence in all countries.

Just as the peace and prosperity of any nation depend upon the happiness and the welfare of all the people in that nation, so the peace and

prosperity of the world are dependent upon the happiness and welfare of all the nations of the world. And no force will be so powerful in conserving universal peace and good will after the war is over as the spirit of Brotherhood among men and nations.

When this world struggle is ended, grave questions are sure to arise in the internal life of the several countries involved in it.

Some one has said that the present war is only a curtain raiser to the conflicts which are likely to follow when the period of reconstruction is reached.

The progress of events in Russia during the past months gives some indication of the violent

differences of opinion which may assert themselves and of the bitter internal dissensions which too often attend the re-birth of a nation.

The patriotism of men of all classes is certain to be severely tested in the readjustments which must follow the war.

During the period of reconstruction the one force to be looked to for the prevention of possible internal wars in the various nations—wars which if they came would be far bloodier and more heartrending than this present war, because between brothers—is the spirit of Brotherhood.

If that spirit shall prevail—influencing as it must and will those who are conservative in their views, to consider the vital questions of the day from all sides, and likewise influencing those who are radical to realize that time is a great force in changing most things, that patience must be called into play and that the progress which is slow is surer than that which is precipitate, then and then only can we expect this critical period to be lived through, and the momentous questions which it will bring satisfactorily adjusted, without further bloodshed and suffering.

But this spirit of which we have been speaking is not something new. It is centuries old. Nearly two thousand years ago, a simple carpenter in Nazareth proclaimed the doctrine.

The far-reaching influence which He had was

not so much because He preached Brotherhood as because He lived it; lived it when in contact with the woman taken in adultery; lived it when He associated with publicans and sinners; lived it when the physically and spiritually sick touched His life; yes, but more than all, because He was ready to die for it.

It is not enough that we accept this principle of Brotherhood intellectually, that we concede it to be theoretically sound.

Only as we live it, at home, in the office, in industrial contacts, in social and political life, in national and international relations, will it become a real, vital, transforming force in the world.

Since the war began the world has paid a price in human life, misery and sorrow which staggers the imagination, and further heavy payments must be met.

But if, as a result, when the war is over, Brotherhood shall be widely extended among men and permanently established among nations, it will be worth all it has cost. We shall have reason to feel that the hundreds of thousands of brave men who have laid down their lives could not have made the supreme sacrifice for any cause which will contribute more largely to the maintenance of universal peace, the contentment of humanity and the well-being of mankind throughout the world.

Training Little Children

By MRS. GERTRUDE H. CAMPBELL

Many mothers have asked me, "Do you find that your kindergarten training really helps you when you are dealing with problems in your home?" My answer is invariably, "Yes."

Two years of thorough and stimulating training in Froebel's wonderful methods for teaching little children and several years of trying to put those methods into practice could not fail to give a mother a more intelligent and spiritual grasp of the meaning of her children's activities.

Thinking back over the past years, I have been trying to formulate some of the practices that have helped me over the hard places, and offer the following to the mother who wishes to make of her children's early years a period that they and she will remember with great joy.

1. When it is necessary to restrain a child from doing something wrong or harmful, always suggest something else he may do. Never issue a *don't*, without proposing a *do*.

2. In giving a child permission to play, take care that his activities do not develop into license. For he will be happier if some limitations are imposed to test his powers and help him concentrate. For instance, if he is playing with blocks or cutting from paper, giving him per-

mission to do anything he pleases often results in aimless or destructive activity. Some suggestion from the mother, to make something—to furnish a house for instance—stimulates and directs his mind, while leaving him free to express himself.

3. Before a command is given, always consider whether it is going to raise an issue. If a child refuses to obey, do not always insist upon implicit obedience; your command may not have been an entirely wise one. Punish for disobedience if necessary, but do not raise avoidable issues. "Breaking a child's will" is cruel and most harmful.

4. When a child is naughty always be sure that the cause is not a physical one, for fatigue and hunger come easily to little people. Many problems that are unsolvable before a meal are no longer problems afterward.

5. Try to follow your children's activities and to understand the instincts and inner laws from which they proceed. View what they do in the light of your intelligence and of your spirit. Such a habit of watchfulness and care prevents nervous irritation, and enables you to enter into

and to encourage sympathetically activities which are pleasing.

6. Be consistent in what you approve and disapprove. Do not one day, because you are tired, reprove a child for something he has done and the next day ignore the same thing because you are rested.

7. Answer questions truthfully. A child's mind does not always crave details. Give him only broad statements. Build a strong foundation of truth to which details may be added later. As regards the vital question of the origin of life be careful not to give the child more than he asks for. Do not force your buds to *open* too early. The life of flowers and birds is analogous to human life and will tell you how to answer this question.

8. Avoid useless negations. If there is no *real* reason why a child should have his requests denied, do not deny them.

9. In regard to children's interruptions, consider whether what they want you to do is no more important than the special activity you had planned for that moment. In the last analysis, why do we mothers exist at all if not to give of our best to our children and to meet their needs as they show themselves?

10. The care of a child's body is important, but should not monopolize the mother's attention at the expense of mind and spirit.

11. Cultivate a sense of humor in yourself and in your child. It is wonderful how many trying situations may be relieved through this means.

12. Show a child the same respect you would a grown person. What a child resents most in being struck is not the pain, but the insult to his pride.

13. Do not leave your children largely to the

care of nurses, however conscientious or seemingly intelligent they may be. Nurses minister mostly to the physical needs of little children, and the time soon comes when they are no longer necessary for this purpose. Then it may be too late for the mother to build the bridge of sympathy between her children and herself. Moreover, it is in early years that the child is most impressionable and that a mother's influence may count for most.

14. Do not threaten. Make punishments slight, but see that they *always* follow the offense. Their effectiveness depends upon their inevitability, not on their severity. A child keeps his fingers from the flame because he knows it will *always* burn him.

15. A child that is occupied is always a good and happy child. For outdoors, try to have a sand-box, a swing, a garden and garden tools, and let this be a spot where the children hear the word *don't* as seldom as possible. For indoors, provide modeling clay, paints, a soap bubble outfit, blocks, crayons, colored paper, blunt scissors, colored wooden beads, shoe-strings for stringing and pegs and peg boards. (Beads, pegs and peg boards may be procured from Milton Bradley Co., Springfield, Mass., or E. Steiger & Co., 49 Murray St., New York. Both companies will send a catalogue upon request.)

16. Since you are constantly supplying your child with mental and spiritual food, see that your own mind and spirit are kept renewed and inspired by good books, fresh air, poetry, change of scene, stimulating companionship, good pictures and music.

17. And remember, your child came to you with the divine spark. He is for you largely to make or mar.

Affectation of Mothers

By FLORA G. BRENT

"Company is coming, William, and I want you and Mary to behave your very best. Show them how nice and courteous you can be, and do as mother tells you."

I overheard the above words as I was passing through the hall of Mrs. Ellison's home where I had been a boarder for several months. The conclusion that I had reached some time before was that her children were extremely affected and insincere before guests and casual visitors, and very discourteous, impolite and disorderly when alone with the family. I did not have to ask myself why this was, for I thoroughly understood that it was the mother's attitude which the children had adopted. A child is quick to notice when parents are unusually polite, and especially kind and considerate of others. They reason that good manners and courtesies are to be assumed on special occasions and discarded as will.

Mrs. Ellison's children are bad mannered be-

cause their mother sets them such striking examples. To her guests her best qualities are displayed, her home is orderly, and courtesy prevails everywhere. The children are given more attention, and they receive more kindness from her. An air of affectation prevails among the entire family on these occasions. When only the family are present the mother and children lapse into an indifferent, careless attitude. Their best, most desirable traits are not revealed until, in their opinion, occasion demands it.

If mothers could only realize that it is often they who are bad mannered, and set such striking examples to those under their authority conditions would be much improved. Children are easily molded, and it is the parents' duty to develop desirable traits and habits and to so train them that they will not depart from it anywhere on life's great highway.

Child Hygiene Department

MRS. SUMNER WHITTEN, CHAIRMAN

The Bearers of the Heritage

"A single child,
That lightly draws its breath
And feels its life in every limb,
What should it know of death!"

—Wordsworth

The heading to this article on child hygiene is the same as that used by Michael F. Guyer, Ph.D., for one chapter of that highly illuminating book of his, "Being Well-Born."

At this time more than ever before in the history of the world must we be concerned for the physical, mental and moral nature of those who are to bear the heritage of this awful war.

What they are to be will determine whether the races progress or retrogress. All other questions of powers, of rulers, of policies, of religions, of philanthropies, of education depend upon what standards of health, morals, religion and education those bearers of the heritage of today are able to maintain.

With this month the chairman of this department opens a series of child hygiene programs which shall or should prove of value to the child hygiene or program committee chairmen of local associations in arranging meetings. The state chairmen should be coöperating with their local and state boards of health and Child-Welfare Committees of the Council of National Defense. In many places our Parent-Teacher Association chairmen have been appointed to these important committees.

It is to our local parent-teacher associations and their child hygiene chairmen in city, town and hamlet that we must look to get this education of the parent and awaken public opinion on the first importance of saving, properly caring for, and training the child life of today, if patriotism to us means all that we have claimed—our country first and forever.

PROGRAM

Business.

Music—Songs, The Mother's Hymn.

Readings, from the "Crescent Moon"—Rabindranath Tagore.

Address, "Promoting Intelligent Motherhood," as interpreted in public and personal education in prenatal care, maternal nursing, prevention of sickness and death in early infancy.

Encouragement of establishment of infant welfare agencies and education of public in use of such agencies.

If a speaker—physician or nurse—can not be obtained send for "Prenatal Care," by Mrs. Max West, Department of Labor, Children's Bureau, Washington, D. C., and have readings from selected sections. Encourage discussion. Do not take up too much time at one meeting with the program but allow at least twenty minutes for exchange of ideas and questions.

If possible send for the pamphlet "Motherhood" to Miss Gertrude Knipp, Secretary American Association for Study and Prevention of Infant Mortality, 1211 Cathedral Street, Baltimore, Md., for distribution among young or prospective mothers.

Every child-hygiene chairman should be able to answer these questions.

What is your population?

What is your birth registration? (For the last two years.)

What is your death registration? (For the last two years.)

What is your infant death rate under one year? (For the last two years.)

What is your infant death rate under five years? (For the last two years.)

Have you any children's institution caring for children from out of your town limit?

Has your town any organized health agencies, such as board of health, public health nurses, medical inspection in schools, school nurse, or infant welfare work? If not what can your association do about it?

Through this department the national chairman has aimed in previous articles, during this the children's year, to furnish chairmen, both state and local, with information on the governmental organization and equipment for handling this most important problem. We are now ready to point the way by which your coöperation in the education of the individual and community can contribute toward the goal we seek:

Perfect birth registration in all states.

An infant death rate as low as that of New Zealand.

A physical manhood and womanhood for the future that will put to shame the revelations of the past two years.

Child-Welfare Day Message

By MRS. DAVID O. MEARS,

Chairman, Child-Welfare Day

Again the earnest workers of the National Congress of Mothers and Parent-Teacher Associations are thinking of the annual observance of Child-Welfare Day (Founders' Day), February 17.

The chairman expresses appreciation of co-operation received in past years, and cherishes the hope that the coming Day may be generally remembered in the thousands of Mothers' Circles and Parent-Teacher Associations with a fine appropriate program and a birthday offering for the National work. Special material for this purpose, in the form of "Star Booklets" and "Program Plans" prepared by Mrs. C. P. Colton, was presented in 1916 by the Chairman of Child-Welfare Day Department to the affiliated Circles and Associations throughout the country. This literature in condensed yet comprehensive and picturesque form, has been used with gratifying results in awakening added interest in child-welfare work and increased offerings for the National Congress of Mothers and Parent-Teacher Associations.

For the celebration of the twenty-second anniversary of the Mothers Congress in February, 1919, an illustrated exercise, "Madam Humanity's Peace Problems," has been prepared, based in part on the "Star Booklets" and "Program Plans." As it was requested that the literature, offering suggestions for many and varied programs, should be considered the property of the Circle and Association, not of any individual, and should be preserved to prove helpful as program material for years to come, it is hoped that large numbers of the pamphlets may be now available for the present exercise. Lincoln Penny Coin Cards, Lincoln Penny Envelopes and Child-Welfare Gift Boxes, in which to save the coin and bills for the National Birthday Offering, have been used the past two years. This year a "Brick Card" has been planned by Mrs. W. F. Thacher, Finance Chairman, Mothers' Army and Navy Camp Committee. The Card shows a picture of the new Headquarters of the National Congress of Mothers and Parent-Teacher Associations at 1314 Massachusetts Ave., Washington, D. C. There are thirty spaces on the card, with the words: "How Many Bricks Will You Take?" \$1.00 Each.

Each filled card would mean thirty dollars to be applied toward the payment for our fine headquarters, and for the rest, recreation and comfort of enlisted men "in khaki and blue." Great numbers of them will remain for a long time in and near Washington, even though "the war is over."

Each State President or State Chairman of Child Welfare is requested to notify the National Chairman concerning the number of copies of the Exercise and also the number of the "Brick Cards" which may be desired in her state for Child-Welfare Day. (If there is no State Chairman to plan for the observance of the day, will the State President please appoint such and notify the National Chairman at once.)

All hearts rejoice in the cessation of the great world-war cruelties, yet the reconstruction period in these post-bellum days demands more, rather than less, of earnest, unselfish, untiring efforts for the highest well being—physical, mental, moral and spiritual—of the children,—the greatest assets in any nation.

Appeals last year for child-welfare work were earnest and effective; this year appeals and endeavors must be ten-fold or a hundred-fold greater in order that they may be even partly commensurate with the heart-stirring needs of shattering and starving lands laid waste by the ravages of war,—as well as for meeting special needs of our own America which are the results of warfare. From over the seas comes the piteous cry of the children, persecuted, saddened, homeless and suffering; and here in the home land many, many little ones will never know, except in memory, the fathers who fought so bravely that the flags of the allied nations might in truth be the farflung emblems of liberty. Both "over there" and right here thousands of sorrowing self-sacrificing mothers need strengthening sympathy and assistance in the stern struggles which must be theirs for the maintenance of homes and the sustenance of children left to their sole care.

"The woman who takes into her heart her own children may be a very ordinary mother; but she who takes into her heart the children of others,—she is one of God's Mothers."

These words of George MacDonald were never more truly applicable than to present-day needs and conditions in greater efforts for the welfare of the child.

Child Welfare is a star in the world's progress. "The Star-day of the Month," interested mothers have designated the day devoted to National Congress of Mothers and Parent-Teacher Association meetings. May the coming anniversary, February 17, 1919, Child Welfare Day, be, indeed, a "star day" for the privilege of service by increased activity and by the still more generous gifts of the faithful workers for child welfare in home, church, school and state.

A Program for Child-Welfare Day

By MRS. CLARA PORTER COLTON

I. The S. Star Exercise

Girl recites. It is fitting upon this, the twenty-second anniversary of the *National Congress of Mothers and Parent-Teacher Associations, Child-Welfare Day—Founders' Day*—to look backward as we are planning to step forward; therefore, we will present six of the forms of Service for Childhood and Youth through the avenues of *Home, Church, School and State.*

We call it the *S. Star Exercise.*

(Note: An attendant brings in a large star, preferably six feet across, made of heavy cardboard, light in color or of Holland curtain shade material tacked to a star-shaped framework made of light strips of wood. Upon the star, have been plainly written the six phrases as given on page 7 in the Star Booklet. The star is hung up or placed against a support so as to be plainly seen by the audience.)

A little boy comes in holding in front of him a large letter S of which the S in the center of the star is a model (see page 7, Star Booklet). It should be made of some bright colored cardboard. Let him repeat the words on the S, prefacing it thus: "Some of my friends will now present to you six forward steps, etc."

Six little girls now come upon the platform and stand around the large star; the smallest girl points to the top point of the star and says: "Save the Babies"; the boy steps up beside her and holding out his big letter S (or pointing to it if it is suspended round his neck), says "My S in Child-Welfare Service stands for *SAVE* in 'Save the Babies.'" Duplicate this action with the appropriate words for each of the other five points of the star; and at the end, let the seven say in concert (the boy with his S standing forward), "Save, Safeguard, Strengthen, Standardize laws, Study methods, and Secure the support of Home, Church, School and State for still greater success for the great work of *Child Welfare.*"

(Note: To simplify this exercise, omit the large star. Have each of the little girls hold in her hand a six-pointed star of silver or gold paper or of cardboard which has been powdered with so-called "diamond dust.")

II. The P. Star Exercise

The P Star of Prospects, page 12 of the Star Booklet, may be given in a similar manner; but reverse the order; that is, have six boys, each having pinned upon his coat a large letter P and one girl wearing a badge marked, "*Child Welfare*" and holding a star of cardboard. Upon the star, she makes a P with chalk or a pencil at the top of each point, in turn as the different phrases are recited by the boys, saying, "I will

place a letter P here (as she does so) for one of the six points of coöperative progress of Child Welfare." Let her present a gold or silver star to each boy, after all have finished speaking, saying to them in turn, "Please accept this star in token of the service of the Pulpit for the progress of Child Welfare"; and in order, Press, Physicians, Power of Government, Public and Private Schools, and Parents; then the six boys bow to the girl and say in unison, "We thank you"; she replies: "You well deserve our appreciation" and passes off the platform, followed by the boys.

III. Illustrated Exercise: Whom Shall We Thank for Victory and Peace?

A girl who is leader in this exercise recites: "Figures seem sometimes to have an almost magic meaning. It is interesting to note in recent events the recurrence of the number eleven. The glorious peace victory date was the eleventh hour of the eleventh day of the eleventh month of 1918, two figures of which are eleven and the sum of the first three figures equals eleven. Eleven great nations were engaged in the gigantic struggle for freedom from autocracy and eleven non-combatant countries were left: Eleven faces us again as we enumerate the departments and divisions and corps and prominent organizations of fighters and workers to whom gratitude is due for the glorious outcome of the great war. Whom shall we thank, especially for the victory which is ours?"

In reply we see that eleven stands out prominently: (1) Soldiers, (2) Sailors, (3) Signal Corps, (4) Machine Gun Corps, (5) Medical Corps, (6) Ambulance Corps, (7) Aviation Corps, (8) Army nurses, (9) Red Cross Workers, (10) Y. M. C. A. and Y. W. C. A. workers and (11) the great body of Home Helpers—the Food Administration, Liberty Loan Promoters, Churches, the Salvation Army, and oh! so many! Not forgetting the National Congress of Mothers and Parent-Teacher Associations and its child-welfare work which celebrates its twenty-second (twice eleven, please note) birthday on February 17, 1919.

Ah! Here comes a contingent of eleven at whom we will smile and to whom we will say, "Thank you for what you have done for winning victory and peace."

(Enter eleven representatives of Soldiers, Sailors, etc., clad in appropriate uniforms. They stand in line at the rear of the stage or platform.)

Leader.—And there are still others; they represent the meaning of peace for which we are so thankful.

(Enter four girls wearing each upon a sash,

draped from shoulder to waist, the words, "*Child Welfare*." They each carry a transparency which is placed in turn upon a table in front of the eleven figures, soldiers, sailors, etc. The transparencies are cardboard boxes, in which the letters of the words, *Home, Church, School, and State*, have been cut out of the bottoms and red or yellow or white tissue paper pasted over them. When a candle or electric bulb in each box is lighted these words show up well.)

As soon as this is done, a female figure clad in white, wearing a crown or carrying a banner marked with the word *Peace*, and holding a closely furled American flag, comes upon the stage; and as she takes her place behind the four little girls and the four transparencies, she unfurls the flag and holds it so that it will be draped gracefully above them. Then all on the stage sing, "The Star Spangled Banner," in which the audience may be asked to join, if desired.

IV. Tableau and Song—Mother Love

See page 6 of "Program Plans for Child-Welfare Day." Vary this for present-day war conditions by having the children's group composed of little ones in the national dress of Belgium, France, Russia, Italy, Armenia. If possible to obtain flags of these countries, let them be held by the different children. Let a matronly, sweet-faced woman represent Mother Love; she stands back of the group, bending forward and holding out in one hand a savings bank, in the other hand she holds a poster lettered: "Food, Fuel, Clothing for Victims of War." As the tableau is shown have the "Mothers' Hymn," music by Helen Grinnell Mears, sung by one with sympathetic voice; see page 8 of "Program Plans for Child-Welfare Day."

(Note: Copies of the "Mothers' Hymn" may be secured by writing to Mrs. Richard Jones, 9 Concord Avenue, Cambridge, Mass.)

V. Tableau—United for Liberty

Let the Six Allied Nations, Belgium, France, Serbia, England, Italy and America, be represented by boys and girls appropriately dressed in costume and carrying each his or her country's flag. Boys may take the parts of France, a French soldier, of England, "John Bull" and of America, "Uncle Sam"; have a little girl for Serbia, a sad-faced, somberly dressed young woman for Belgium and a picturesquely dressed girl for Italy.

The six march in and stand in line. America, Uncle Sam, takes from a table where it is at hand a red banner a yard in width and about four yards long, upon which the word *Victory* appears, made of gilt letters pasted or sewed upon it. Uncle Sam steps to the last one of the six in line and hands to him or her the left-end of the banner, and, keeping hold of the other end as he resumes his place, stretches the banner

straight across in front of the six. Then each holds his or her national flag so that it is draped at the top of the banner above the word *Victory*. A girl representing Liberty enters and stands at the left of America, Uncle Sam, and recites these lines:

Hail, yes, all hail to that glorious day!
Nations united, and then,
Liberty wins o'er tyrannical power,—
Peace and good will to all men.

(Note: Liberty may be dressed in imitation of the Statue of Liberty. She may wear all white or a pale blue robe. Have the flags of the six Allied Nations draped over the dress from the shoulder of the uplifted arm, and from the waist line, intermingling the flags gracefully and harmoniously as to colors.)

VI. An Illustrated Exercise: A Birthday Crown

Directions: For this exercise a cardboard crown should be made which is to be perforated with twenty-two small holes in a line extending about two thirds of the distance around the crown; the stems of twenty-two flowers are to be inserted in these perforations. The crown may be placed on a milliner's hat stand, the open top of the crown crossed by several strands of fine wire secured to its edges. These will be invisible to the audience and yet hide the hat stand sufficiently; better to stick a hat pin in the top of the hat stand and rest the wires of the crown upon this, securing it by a bit of wire so that the crown will be held firmly in place. Artificial flowers can be more easily managed, but the stems of natural flowers may be used. If desired, a red, white and blue effect may be produced and a few sentences given expressing the fuller meaning which the war has given to the three beautiful colors of our flag.

On the reverse side of a college pennant fasten the letters "N. C. M." and "P.-T. A." and the words "*Child Welfare*," which have been cut out of gilt or silver paper. This pennant is to be put in place above or below the crown by the young lady who takes the leading part in this exercise, as the first of the twenty-two flowers is inserted in the crown. The twenty-two flowers may be put into the crown by twenty-two little girls as they pronounce the years in order. The girls may all come in together and stand in a semi-circle or enter one at a time. If preferred, the children may hand the flowers in order to the young lady, who then places them in the crown; and the sentences to be recited for certain years may be given either by the children or by the young lady. Five girls may give the numbers by assigning several to each.

Young lady says: Today, February 17, 1919, is the birthday of a distinguished benefactress, widely known and honored for her good works; her assistants and loyal co-workers represent the earnest progressive parenthood and the best educational and christian leadership of our land.

Her friends and supporters accept heartily her belief that the four corner stones of civilization are *Home, Church, School and State*, and their efforts are put into action through these channels and for their best progress. Your personal virtues are inherent parts of these four foundations; devotion to family; recognition of divine power; love of education; and patriotic citizenship.

The purpose of the wise and helpful personage whose birthday we celebrate is to provide sympathetic and scientific guidance for the youth of the whole world, from early infancy by developing better trained parenthood and better schools and better laws for the care and protection of childhood. The great work is accomplished in three ways: Through individual endeavor; through well-directed organization and through the united efforts of all good citizens.

Twenty-two years of successful service for the conservation of childhood and youth are completed today by *Madam N. C. M. and P.-T. A. Child-Welfare Day*, February seventeenth (or Founders' Day) it is called. The years have been crowned with blessings for many thousands through the useful activities of the past. We may well form a crown of flowers as a birthday token for the one whose anniversary we are observing today.

First little girl steps forward with a flower and says as it is placed in the crown: Eighteen hundred and ninety-seven; in this year a baby was born in Washington, D. C., February seventeen,—a vigorous infant and full of promise.

Second and third girls each say the next two years and place flowers in crown.

Fourth girl: Nineteen hundred; only a little three-year-old, but she received an official document bearing a seal and certificate of incorporation.

Fifth, sixth, seventh and eighth girls say in order: "1901," "1902," "1903," "1904," "1905," and place flowers in the crown.

Ninth girl: Nineteen hundred and six, only nine years old but she launches out upon a literature career—the *CHILD-WELFARE MAGAZINE* was started.

The next six years are given in order; then, Nineteen hundred and thirteen; now we find her as "sweet sixteen" in age, but so serious and sensible that she was honored by the cooperation of the United States Department of Education in her work for the conservation of childhood.

Years 1914, 1915, 1916 and 1917 follow; then, Nineteen hundred and eighteen, the never-to-be-forgotten year of the great war, found *Madam N. C. M. and P.-T. A.* carrying out her noble aim of universal parenthood by the exercise of wise and kindly care of youth. United Service Clubs for Enlisted Men furnished lodging, food and comforts for the boys in khaki and in blue in several cities. The general work of the Associations and Circles of the *N. C. M. and P.-T. A.* throughout the country for war needs was most generous and helpful.

Twenty-second girl: Nineteen hundred and nineteen; great responsibilities and glorious opportunities are before us. The widowed and the orphaned; the wounded and the sick; innocent victims of war bereft of home, of school, of places of worship, of all semblance of law or justice or mercy; these are ours by all the bonds of humanity to help, to comfort, to cheer.

Child-Welfare Day (Founders' Day) of the *National Congress of Mothers and Parent-Teacher Associations* in this, the beginning of the first year of the new era of peace, of world-wide freedom from false autocracy, is a fitting time for the renewal of efforts of all good citizens for the safety and the welfare and the best all-round development of the most precious possession of any nation—its childhood and its youth. The children of today are the nation of tomorrow. Save and safeguard the children and we save the world.

VII. Dialogue—An S. O. S. Call

Madam Humanity, a dignified, middle-aged matron is seen seated at a desk, in a plain, office-like room. A telephone is on the desk. It rings and she says: "Yes, Madam Humanity speaking." "Yes, yes, that is sad." "Millions in need?" "Certainly, we will do all we can." "Yes, these articles are the most essential, as you say; pardon me, while I make note of them." (Madam H. takes pencil and note-book and writes, saying: "Yes, yes, of course we will help to the best of our ability and as soon as possible; I shall call up my assistants, Miss Necessity and Mrs. Emergency for immediate action.") She presses a bell button; a messenger boy appears to whom Madam Humanity hands two envelopes, saying, "Here, Preparedness, my lad, deliver these quickly by airplane to Miss Necessity and Mrs. Emergency on Sympathy Street.")

Madam Humanity takes from her desk four large sheets of cardboard and seemingly writes upon them; then she fastens them with thumb tacks or with pointed display hangers (used in stationers' show windows) in plain sight of the audience; these cards bear the words respectively: "*Home, Church, School, State.*"

Miss Necessity and Mrs. Emergency enter and salute Madam Humanity. One may wear a nurse's uniform and the other that of the Woman's Motor Corps; the words *Necessity* and *Emergency* should appear plainly on some part of their uniforms.

Madam Humanity says: "I have summoned you, my efficient helpers, because of great and pressing need." Miss Necessity and Mrs. Emergency salute Madam Humanity, who continues, "The Monster War has been vanquished; the beloved Goddess of Peace is again enthroned over the world; one of my family, perhaps my favorite, has been most valiant in bringing about this glorious victory; you know which one I mean, for I sent you a 'hurry call' less than two

years ago when this my youngest child appealed to me and explained the necessity and emergency crisis of impending war declaration; you came promptly and efficiently then to the aid of my dear child whose insignia is so familiar to you (Madam Humanity quickly unfurls an American flag and hangs it in a conspicuous place; all three salute the flag; with this action let the first strains of "The Star Spangled Banner" be played); Madam Humanity continues: "And now America sends word to me that she feels it her duty and privilege to help the suffering and distressed countries over the sea as well as to provide still further for the needy in her own home circle, the U. S. A. I will say that America has been of all my children, a great comfort to me because of her generosity and Christian mercy; ah, that word reminds me: I will read you the message which the dear child sent me over the telephone by wireless only a few minutes ago, just as I took it down in my note book: (Reads from a blank book) Greetings to you, revered and beloved Mother of Humanity from your loyal and affectionate America! Again we need your help; this time for the constructive tasks of peace to cover and make good the destructive work of the War Fiend. We must help the others of the family who have greatly suffered, dear Mother Humanity; you know they are all your children and our brothers and sisters, so this is our 'S. O. S.' call; you understand so well just what help and special supplies are needed, and we know you will get them for us and for the older children, over there, who are bravely bearing hardships. We are so glad, Mother, that you are feeling well. We were sure that the Peace Victory would renew your youth; in the last photograph you sent us, you look more like a girl than like the good grandma, that you are of such a big family; three cheers for our beloved and ever-youthful Mother Humanity" (Madam Humanity says, as she closes the notebook).

"My child, America, is really very steadfast and dependable and most kindhearted; and now, what do you think of her appeal? Is it in accord with the reasonable dictates of mercy for Humanity's help?"

Emergency and Necessity salute Madam Humanity and recite in unison:

"The quality of mercy is not strained. It droppeth as the gentle rain from heaven upon the place beneath. It is twice blessed; it blesseth him who gives and him who doth receive."

Madam Humanity salutes Emergency and Necessity, saying, "It is well; hasten then, good sisters, and summon thy assistants." Emergency and Necessity salute and pass out. Madam Humanity may now recite aloud, but as if communing to herself, "The Battle Hymn of the Republic." As she finishes the last verse, there enter several boys and girls carrying bundles.

(Note: The bundles brought in by the children

should be regular coal bags, but filled with excelsior so as not to be too heavy; a milkman's big tin can plainly labeled "For the Babies' Milk"; a grain or flour sack stuffed with excelsior; likewise coverings and cartons of fats; bacon, butter, etc., carried by a fat boy; let "sugar" be a pretty little girl daintily dressed, perhaps to represent a fancy box of candy which ingenuity can effect. Let the labels be conspicuously displayed as Madam Humanity opens the bundles and repeats the labels aloud; have each child salute formally in opening his or her bundle and step back in soldierly form into line at the rear.)

The spokesman says, after saluting: "We come from Sympathy Street; we were sent by Miss Necessity and Mrs. Emergency with supplies for other children less favored than we and for poor mothers and also for all the victims of war so far as our help can extend."

Madam Humanity: "I thank you, my grandchildren. You have the true spirit of America. Let me see what you have brought."

The children place the bundles on the desk and help Madam Humanity to open and display their contents. Madam Humanity reads aloud the labels in order, with some brief and appropriate comment as (1) "Milk," "Save the Babies; good, begin at the beginning!" (2) "Coal," "Old King Winter is coming. Fine! For heat is life and cold is death." (3) "Grain Stuffs," "Yes, bread is the staff of life. (4) "Bacon, Butter, Lard and Oil," "That is right; fats are essential." Madam Humanity pinches the plump cheek of the fat boy who presents these and says playfully to him, "You, fortunate little American boy, are not in need of fats; good lad, all the same, to be thoughtful of others; some who are well-fed themselves forget the hungry." (5) "Sugar," "Yes, this is not only a needed supply for children, but it adds so much to the happiness of the poor little joyless ones. Perhaps a bit of candy for them. Thank you, little sweet-tooth, for thinking of this." Madam Humanity places her hand on the head of the little sugar-giving girl. Madam Humanity: "We must hurry now, there is much to be done to get these supplies to the suffering."

Young woman enters wearing a crown or a cap marked *Child Welfare* with the letters *N. C. M.* and *P.-T. A.* upon a sash draped from her left shoulder. The children clasp their hands and exclaim: "O, Madam Humanity! Here is someone who will help; here is *Child Welfare*."

Child Welfare advances to Madam Humanity and smiles and waves her hand at the children as she passes them; she salutes Madam Humanity and says: "I shall count it a privilege to assist you in any and every possible way. I have had twenty-two years of experience in varied forms of child conservation efforts."

Madam Humanity: "Welcome! Twice welcome! *Child Welfare*. I know of your excellent work; your record shows the wisdom of age,

while you are still in the youthful years of enthusiasm. I congratulate you and the great and widely useful organization which you represent, the N. C. M. and P.-T. A. and I pay my respects as Humanity to the thoughtful, earnest and progressive men and women of your ranks,—educators, statesmen, parents, teachers,—a noble band. We will now hasten to send these supplies to those in dire need."

Madam Humanity and Child Welfare begin to do up bundles. A little boy or girl come forward, salutes them and says, holding out a savings bank: "Perhaps some money might help, and may I speak some verses I've learned?"

"Certainly, my child," responds Madam Humanity.

The child steps to the front of the platform and recites "Philanthropic Advice," page 10, "Child-Welfare Program Plans."

When the child finishes reciting, all on the platform applaud and Madam Humanity says: "Indeed we will give our dimes and dollars for the cause of conservation which means strengthening the four cornerstones of Christian civilization—Home, Church, School and State (points to the posters previously placed on the wall), and so, Child Welfare, will you please let everyone have the privilege of helping with copper or nickel or silver or gold or bank notes or check books." The children will be glad to help you to gather a *birthday offering* for the N. C. M. and P.-T. A.

While the collection is being taken, Madam Humanity says: "The call is clear for many new duties of today and we must be prepared for the problems of tomorrow. To deal wisely with these tasks will require our best endeavors and all our powers of mind and heart. The great trials of the war bravely endured and the exaltation from a realizing sense of its lofty purpose have united us in soul as a nation and purified us in spirit. Through this renewal of moral strength, and through the union of all for the rebuilding of devastated nations, we may best prove our patriotism. The thought of service for fellow-men has been in the hearts

of thousands as multitudes throughout our land have sung "The Star Spangled Banner." The star as never before is the symbol of heroism and of patient endurance, inspired by the loftiest aims. The stars of the "Service Flags" in the windows where shine the lights of "home fires burning," the stars of "honor rolls," of the flower of our young manhood, in the stately folds of the flags which float over great business centers and beside the portals of churches;—these have stirred all hearts to renewed devotion; and with deepest sympathy all eyes regard the gold stars, emblems of heart-burdens bravely borne,—stars of sorrow, stars of sacrifice, stars of reward, beyond earth's power to repay the many who have given the "last full measure of devotion" for a "new birth of freedom."

"And now, because of the heroes of sacrifice and the stars of sorrow, there is granted the precious privilege of placing in the Crown of Victory the beautiful

Star of Peace

"Peace means more open doors of opportunity for service. Peace means responsibility placed upon our nation such as no land ever before has faced in all the annals of history. Peace means increased work for the *National Congress of Mothers and Parent-Teacher Associations*.

"Peace must be crystallized into progress by the chemicals of hard work and united effort and by the acid test of giving 'till it hurts.'

"An era of constructive civilization is before us,—is with us. May the significance of the star as a symbol of sacrifice and of heroic suffering become more than ever the emblem of service and, in a world wide sense, of service for the conservation of childhood. The childhood and youth of any nation form its choicest possessions. The condition of the children of any land, be it good or ill, is either a dark cloud of coming disaster, or a Star of Hope. *Child Welfare is a star in the world's progress*; may its light, mingled with the golden gleam of the Star of Peace, shine afar and forevermore.

Singing "My Country 'Tis of Thee."

"In His Name"

We are orphans of the army
Fatherless by war.
Will you of your bounty
Give to us once more?

Must our mothers suffer
A new pain?
Will you give us succor
Yet again?

In your gay, glad country
Children play;

We were happy children,
Such as they.

All across our childhood,
Red, deep red,
Is the memory of our fathers
Lying dead.

We are orphans of the army,
Give us our one chance,
Your country's name in children's hearts
Link with the name of France.

M. M. M.

The Self-Conscious Child

By ANNE GUILBERT MAHON

"I do want to speak a word for the self-conscious child," said a prominent woman speaker addressing the mothers' club, "for so often it is misunderstood, so often wrongly judged.

"I want to tell you my own experience, so you will see more clearly the sufferings and handicaps of the self-conscious child, that you, mothers, may not add to them, but may help the child to overcome these obstacles to his progress and happiness.

"When I was a child I was very thin and my mouth appeared unusually large and out of proportion to my other features. A child not sensitive would not have given it a thought; but I—I suffered agonies because of it.

"One of the first things I remember was having my aunts and cousins say before me, 'What a pity Agnes has such a big mouth!' A maid in my mother's employ also used to take exquisite pleasure in reminding me, whenever she was displeased with me, 'You've got the biggest mouth I ever saw!' I tossed my head and answered pertly, but it *cut*. I brooded over it. I grew to dread meeting strangers, for I felt that the first thing they would notice about me would be my ugly mouth.

"When I reached 'the awkward age,' I suffered perfect torments because of my despised feature. At one time when I walked along the street I imagined every person I met was looking at me and laughing at my mouth. I would not take part in any entertainment at school for I felt I was only holding myself open to comment and ridicule. At times I was so conscious of it that I have sat, even in church, feeling that everyone was looking at me and that I was 'all mouth'; that this unsightly feature overwhelmed me, I did not know what to do with it.

"It seems very silly now," she laughed, slightly, "and I dare say I was a most self-conscious, morbid child; but I can never forget the agonies I suffered, and it gives me the utmost sympathy for any poor little self-conscious child who suffers as I did.

"Often a child is made self-conscious, who would not be so ordinarily, by repeated attention being called to some feature which is not as perfect as it should be, or to some failing which distinguishes him. A sensitive, imaginative child is greatly embarrassed by criticism and ridicule. It is positively cruel for thoughtless older people to refer to it before the child, who pays far more attention to his shortcomings than we often realize, and who imagines that everyone notices them.

"The wise mother would talk to the child who was sensitive, say, with regard to a large ugly mouth, in this way: 'Yes, your mouth is a trifle large, but if you are always sweet-tempered and kind, and if you keep your teeth and lips in perfect condition, it will never be unpleasant to people. In any event, you cannot change it, so there is no use worrying. Other people have ugly features. There is scarcely anyone who has no defect, no feature they would not like changed; but they make the best of it. Don't allow yourself to think about it, and remember that you have pretty, curly hair which more than compensates for the extra size of your mouth.' Such an allusion is not injurious flattery, calculated to make the child vain, it only draws the attention of a sensitive, self-conscious child from a despised feature to a redeeming characteristic, thus maintaining its proper self-respect—an attribute to be cultivated in the self-conscious child.

"Impress on the self-conscious child, also, that people are not paying half so much attention to it as he thinks. Make him see his relative importance to others and try to divest him of the thought that everyone is thinking about him and noticing him."

"If any of you mothers have self-conscious children," she concluded, "seek first the cause, then strive to offset it by reasoning which will not only comfort the child and save it much misery, but which will help it to entirely overcome this unfortunate habit."

Belief

For burdens that the years may bring
Still greater ones they bear away
And never dawn brought in some grief
But twilight soothed some hurt of day.

For earnest prayers unanswered,
God granted those we did not ask;
We found some strange, glad peace was ours
That brightened life and every task.

Who holds not such belief must find
No solace in his human years,
No promises of the joy that waits
Beyond the borderland of tears.

With such belief the heart can read
God's kindly presence in each hour,
And see where Justice linked with love
Rules life with never failing power.

—Arthur Wallace Peach.

Universal Military Training Not Remedy for Shortcomings of Youth, Dean Denney Says

Ohio State University Man Declares Schools Teach Rational Obedience; Only Kind Worth Having

"The ideals for which the young men of America offered their lives on the battlefields of France were taught them in the schools and colleges and homes," declared Dean Joseph V. Denney of the Ohio State University in a recent address in Columbus, Ohio, on "Education After the War."

"When we find ourselves deploring the carelessness and disobedience of the youth of the land, let us remember that they are of the same kind as their older brothers and friends who have done so nobly in the armies abroad and capable of the same heroism and devotion," he said. "Youth is the greatest thing in the world, and American youth the finest youth in the world. The spirit of generosity and fair play is its chief characteristic. The remedy for its shortcomings

is in the ordinary processes of school life under the best people that can be found for teachers, and not in universal military training or the adoption of military discipline.

"Our youth has proved that it can render military obedience when the time calls for it, but the higher form of obedience which our schools inculcate is the kind that is self-imposed and adopted because it is reasonable and right. Rational obedience is the only kind worth having in a democracy.

"The Prussian idea of a completely organized and systematized society, with everybody in it scientifically placed and obediently accepting his position in the industrial and social machine for the benefit of an abstraction called the state is one of the ideas shot to pieces by this war.

Kindergarten Helps for Parents

By MRS. MARGARET STEEL HARD

One morning a few months ago I was passing the playroom, my small daughter's domain, and stopped to glance in, but finding her absent I did not linger. However, an impression of the room did linger and it finally grew to sufficient proportions to demand my conscious thought.

What was there about the charming, sunny room with its Mother Goose frieze and carefully chosen toys that vaguely troubled me? It was *too orderly*. That was it, orderly in the sense of being unused.

I paused and reflected how little time Ruth really spent in the playroom; she was always somewhere else. Where was she, in fact, at that particular moment? Brief search discovered her vigorously sweeping the back porch where some drifting leaves had collected.

"Why is it?" I said to myself as I poured the boiling water into the dishpan and swashed the soap-shaker up and down absent-mindedly, "Why is it that she prefers sweeping the back porch to playing with her doll's house? Why does she hang about the kitchen watching me cook instead of using that fascinating doll's stove of her's?"

"It is because she craves the actual and real experience, I suspect."

Before I knew it I had brought my small cutting table, low enough for Ruth to reach, placed it beside the sink, covered it with a heavy towel and put the drain basket thereupon. Then calling to her I pointed to the dish-towels hanging in a crisply folded row and said; "Would you like to wipe the dishes for me after this?"

Perhaps you do not think six-year-old help very competent, but I assure you that mine has broken but one saucer in over half a year, and that the glasses and silver are not only wiped until they shine as brightly as the crystal and silver of the proverbial fairy palace, but that by the time I have hung my towels to dry, the last dish has been put safely away, by a little girl who must use the kitchen stool, deftly maneuvered, as a means to reach high shelves. Nor has the task ever become irksome. Indeed there has been only a demand for further duties, so that dusting, putting away laundry, making her crib, and greatest of all delights, cooking the cereal and apple sauce for her own and little brother's supper, have been added to the list.

And so the little duties grow and best of all so grows Ruth. She is finding her diminutive place in society and feeling herself a potent member of the family group. Through actual participation in the responsibilities of her home she is gaining the power to adjust herself to life as she finds it, which is the secret of comfort for a child as well as for "grown-ups."

This does not begin to cover the countless avenues for explanation and discussion opened up through the comradeship engendered during these tasks together, nor the numerous small problems of conduct which they solve.

But try it yourself. It is not at all new. In truth I suppose it to be one of the answers to the old question; "How could great-grandmother bring up a family of fourteen children with so little nerve-strain?"

Out Door Play in Winter

By DOROTHY CANFIELD FISHER

So many of our American farm-houses are situated in very rigorous climates that a good many mothers will not think the out-of-doors a possible playground in winter time. This is less true than they are apt to think. On almost any sunny day in winter, little children, if warmly dressed, will benefit far more by a brisk, romping, active half-hour's running and jumping than city babies do in their swathed, motionless outing in a baby-carriage. And when really bad weather drives them in, as it should do very seldom, the country mother has a great advantage in space over the city one. For there is about a farm nearly always some corner, a woodshed, a corner of the barn, an attic, or an unused room where the little folks may romp and play actively. If necessary the sacred spare-room is better used for this purpose than kept in idle emptiness. And all the varieties of handwork are resources for rainy-days.

For, as the children advance beyond real babyhood and the mere need for constant romping and climbing and running like little animals, their instinctive desire to use their hands increases, and this is an instinct which should be encouraged in every possible way. Just as the wise mother sees to it that they are provided when babies with ample chance to roll and kick and tumble, so when they are older she is never more pleased than when they are doing something with their hands; and she has all around her ample material for beginning this handwork. A pan of beans or shelled corn, with a wide-mouthed bottle and a spoon, will keep a two- or three-year-old happy and absorbed for a long time. A pack of cards to be shuffled or used to build houses is another "play thing" which does not need to be specially bought. A pan of bran and a handful of clothespins occupy even a baby of fourteen months as he pushes them into the closely packed bran and pulls them out. A big rag-doll, the size of a small child, is easy to make and stuff with cotton. The most rudimentary scratches serve to indicate the eyes, nose and mouth, and the lips and cheeks can be colored realistically with any red jelly. All children love a big doll of this sort, and delight to dress it and undress it in their own clothes. They learn in this way to handle buttons and buttonholes, and to master the difficulties of shoes and belts and sleeves. A new corn-cob pipe and a small bowl of soap-suds means harmless fun for the five-year-old, which is always watched with rapture by the littler ones.

And then there are blocks, perennial blocks, which need not at all be bought from a store. A father with a plane and a saw can plane a couple of two-by-four stocks and in half an hour make as many square or oblong blocks (2" x 4"

x 6" is a good size) as any child needs to play with. These large blocks not only cost practically nothing but are much better for the little children to use than the smaller expensive kind that are sold; and the set will outlast a family of most strenuous children.

A collection of empty spools of different sizes is a treasure for the child of three who will rejoice in stringing them on a cord passed through a bodkin. When he is a little older and has learned skill in this exercise, he may graduate to stringing buttons with a real needle and thread. On baking day a small lump of dough (made less sticky by working more flour into it) which can be rolled and played with on a bit of smooth board is great fun for little folks; and let the mother constantly remember that any fun which is secured by using the hands does not only make the child happy but is of educational value.

On washing day a basin of soapy water and some bits of cloth to be washed out will fill many happy minutes. The oilcloth apron is indispensable for this play as for the outdoor water-play, and for clay-modelling. This last is perhaps the most eternally interesting of the indoor occupations for little children. If the clay is kept on a bit of oilcloth on a low table, it is not an untidy element in a kitchen.

If dried peas are soaked for a few hours they are soft enough to be pierced by a needle and can be strung by four- and five-year-olds into necklaces and bracelets, or they can be put together with wooden toothpicks into many fascinating shapes. Dried watermelon and sunflower seeds can be used in the same way. A box of dry corn-cobs can convert a free corner of the floor into a farm with log-cabin house, rail fences and barns. Trees can be simulated by twigs stuck into bits of clay to hold them upright, and farm animals can be rudely fashioned out of clay, dusted over with domestic coloring material to make them realistic—flour for sheep, cocoa for brown horses and cows, charcoal for black animals and then baked in the kitchen oven to make them firm.

A rag-bag into which the children may dive and delve is a resource for rainy hours, and if the mother is at hand to keep an eye on the process and tell what colors and materials are, to suggest matching those colors and stuffs which are identical and to make agreeable combinations with others, rag-bag hour is as educational as any exercise in a carefully run modern school. The country mother has here again a great advantage over many city mothers, in that her work is always at home, and of a nature which allows her to supervise the children's play without giving up all her time to them.

Provision should be made in the case of little children for their desire to handle all sorts of objects; the desire which makes them enjoy so greatly a tumbling over of Mother's work-basket. There is no need to let them upset that, when there are in every country house such a vast number of other articles which are not hurt by baby hands—spoons, tin pans, boxes, tongs,

clothes-baskets and darning eggs. Furthermore, instead of being told "Don't touch!" they should be encouraged to learn how neatly and competently to perform such ordinary operations as opening and shutting drawers and doors and boxes and gates, screwing the tops on cans, hanging up clothes, and taking off rubbers.

National Congress of Mothers United Service Club, Washington, D. C.

F. T. Dubois Pays High Tribute to Mothers' Congress for Part Taken in the Work

Members of the Idaho Congress of Mothers who have aided in their small way in helping to purchase and maintain the new furlough home at Washington, D. C., for the benefit of soldiers and sailors who are at the capital on leave or furlough, will be interested to learn how this building impressed former Senator Fred T. Dubois.

He describes it as a former beautiful and commodious residence most conveniently located near Thomas Park, which has been converted into the resting and lounging place for privates when in town. There is a large writing room, several lounging rooms, a big library, dormitories holding 200 cots, 11 bathrooms and a big cafeteria.

All the comforts of this \$70,000 investment by the women of America is open to the soldier boy in Washington for about \$1 a day, 35 cents for cot and bath, and the cafeteria meals at cost.

WHAT IT MEANS TO BOYS

"Just think what that means to the lonely boy who comes in from the cantonment for a Saturday over Sunday diversion," said Mr. Dubois. "He could not get accommodation elsewhere for less than \$4, and he not only has everything he could wish in the way of comfort, but the finest women of the land are present in person to wait upon him and learn his needs, for the personal service of the mothers' congress is one of the important features of the furlough house.

"If the Mothers' Congress never did anything else in future it would have earned a name for itself of everlasting fame," said Mr. Dubois.

An Antidote

Have you ever stopped to consider,
When feeling downhearted and sad,
How a little effort on your part,
Can make you happy and glad?

Did you ever awake in the morning,
With a dread of the day to come,
With a feeling the sun would never shine,
That success would never be won?

Have you ever looked around you,
And this demon try to fight,

By making others' burdens seem lighter,
And putting their sorrows to flight?

It's strange, if you will try this,
How weightless your own cares seem,
How happy it makes your heart feel,
That you can lift—not lean.

It strengthens your body and spirit,
Cares cease to be great things,
And the world will feel your presence,
You will travel, as it were, on wings.
Hazel M. O'Carr, *Philadelphia Office.*

Poem Found on Dead Soldier

Poem found on an Australian soldier, who sacrificed his life for democracy. It is without title.

Ye that have faith to look with fearless eyes
Beyond the tragedy of a world of strife,
And know that out of death and life shall rise
The dawn of ampler life,
Rejoice, whatever anguish rend the heart,
That God has given you a priceless dower,

To live in these great times and have your part
In freedom's crowning hour;
That ye may tell your sons who see the light,
High in the heavens their heritage to take,
"I saw the powers of darkness put to flight—
I saw the morning break."

A. E. F., France

T. A. Gaskin

Value of Parent-Teacher Associations

Commissioner Claxton, head of our great educational system has been investigating the work of the Parent-Teacher organizations throughout the United States. He recently made this statement:

"The biggest thing in this nation, so far as I can see, is the fullest possible development and use of the Parent-Teacher Associations. An association should be organized in every community in the United States. It is the keystone of a vigorous, virtuous democracy."

STATE NEWS

IMPORTANT NOTICES

News items from the States must be in the hands of the editorial board by the tenth of the previous month to ensure their appearance in the next magazine. The editorial board earnestly asks attention to the necessity of complying with this rule.

The magazine invites wider correspondence with local circles and associations. Send us reports of what you are doing. It will be helpful to others.

The necessity for brevity will be realized, as space is limited and every month more states send news. News is WORK DONE, OR NEW WORK PLANNED. Communications must be written with ink or typewritten.

The CHILD-WELFARE MAGAZINE offers to every NEW circle of fifty members one year's subscription free provided that with the application for the magazine is enclosed a receipt from state treasurer showing that dues of ten cents per capita have been paid, and second a list of officers and members with their addresses.

This offer is made to aid new circles with their program and to give them the opportunity to become acquainted with the great organized parenthood of America.

Subscribers to CHILD-WELFARE MAGAZINE should notify the publishers before the 15th of the current month if the magazine is not received. Back numbers cannot be furnished unless failure to receive the magazine is immediately noted.

ALABAMA

No news from Birmingham Circles, but hope for good reports soon. There are other clubs in the state, which have not reported on account of sickness.

The Mothers' Circle, the Mothers' Round Table and the United Mothers of Montgomery together accomplished much work during the summer, helping with the many war activities. The Mothers' Circle, having as its president, Mrs. W. J. Elliott, entertained the convalescent soldiers of the Base Hospital at Camp Sheridan twice a month and through the agitation of this circle, plans are being carried out by which they hope to have a very much better service of fuel gas in the city. They decided not to serve refreshments at their meetings and, instead, have the hostess give \$2.50 to the local treasurer

to be given to the Children's Protective Association. An elaborate Christmas tree with suitable gifts was furnished for the children now being cared for in the Children's Home. The United Mothers' Circle have assisted during the summer in entertaining the convalescent soldiers at Camp Sheridan. Mrs. O. C. Humphrey, the president for 1917-18, worked untiringly to make every undertaking a success. The members of the club worked at the Red Cross rooms once a week, made scrap books for the sick soldiers, visited the sick soldiers and carried flowers to the Base Hospital. Several entertainments were given at the Red Cross Building of the Base Hospital for the soldiers. The club assisted in the Food Conservation, Third Liberty Loan, and the War Savings Stamp Drives with much success. Contributions were made for the school

lunches for the poor of the city, for furnishing the kitchen for the school house, also, to the Coal Fund for the poor of the city, and to the Shelter House for unfortunate women and Receiving Home for children. They gave to the Fund for the Almshouse, also. The Mothers' Round Table, which has as its president, Mrs. Frank Tennille, successfully established a Clinic in North Montgomery, where 80 patients received treatment, 77 were given medical attention and proper nourishment was given those patients who were unable to buy suitable food. This club promoted and secured subscriptions for the mid-day lunches for the pupils of the North Montgomery school. They assisted generously in the Christmas Fund for Alabama Soldiers and in all the activities at Camp Sheridan. Much was done for the Rescue Home for women, the Red Cross and the Canning Club.

The Mothers' Circle at Fulton has directed its activities toward war work. Through this club, a Red Cross Chapter was organized and the mothers have responded loyally to every call, having made 400 pieces for the Red Cross, subscribed liberally to the Liberty Bonds and War Savings Stamps, and through a sale of sandwiches, coffee, etc., made \$48.85, which was donated to the U. W. W. fund, and helped in the illiteracy fund. The club felt that child welfare should not be neglected during the war; in fact, that it was more important than in peace times. Programs on child welfare, food conservation and education have been given from time to time, always interspersed with patriotic selections. The meeting on Thanksgiving Day was made a time of rejoicing and giving thanks, that peace once more reigns upon earth.

Although the Mothers' Club at Greenville disbanded during the summer, much work was accomplished by the members. They contributed freely to the Soldiers' Illiteracy Campaign and during the Convention of the State Federation of Clubs, this circle (although not federated) assisted very materially in entertaining the delegates and was the best represented one of the home clubs. The members have taken up child-welfare work for this year and they expect to accomplish much in this line. Efforts are being made to establish a clinic, also.

INDIANA

The Child-Welfare League has made worthy progress in several of the public schools of Ft. Wayne, Ind. The promoters of child welfare established a free milk dispensary in some of the schools where subnormal children were given milk and crackers. A record was kept and the children thus fed showed an increase of fifty per cent. in health and ability to do their school work. One school solicited funds and installed a bath room where the children were bathed by a trained nurse hired for the purpose assisted by

some of the mothers of the district. The children were furnished with clean underclothing and stockings, were given a light lunch, a short rest and were returned to their classes physically clean to absorb the good things mentally and morally planned for them by the good principal and teachers. Great and wonderful good results from work of this kind, if lots of effort is lost at first, the seed of right living is planted and time alone will bring forth the fruit as anxiously awaited for by those who have child welfare at heart.

The annual convention of the Indiana Branch of the Congress of Mothers and Parent-Teacher Associations, which was held in Ft. Wayne, December 2, 3 and 4, was one of the best state meetings Indiana Branch has ever held.

Parent-teacher work had been seriously handicapped in this state, as in others, by the epidemic, and it was thought safe to hold the convention, but on the first afternoon the Ft. Wayne papers came out in large headlines, telling of a recurrence of the influenza, and the crowds we had expected did not materialize. However, the attendance was good and the addresses excellent.

There were present, many Indiana educators, Dr. L. N. Hines, state superintendent-elect, Dr. W. W. Black, of Indiana University, Prof. W. A. Fox, of the Tri State College, Prof. R. W. Heimlick, superintendent of the Ft. Wayne schools, and Miss Gail Calmerton, supervisor of the elementary schools of the same city.

The out-of-state speakers were the best the nation afforded. Miss Edna Baker, assistant principal of the National Kindergarten College, inspired the hearts of mothers and teachers alike by her plea for education of the children of kindergarten age. It made us feel that we had missed much by not having had this experience in our own lives. Miss Baker has a charming personality and the Indiana Congress will not shirk this most vital and important work, that of seeing that every child of kindergarten age gets this training.

Dr. J. H. Francis, of the Bureau at Washington, in his inimitable way, with his dynamic power of expression, and his broad experience as an educator, came to us with a real message on training the boys and girls, not alone in schools, but wherever they are. He was an inspiration to his hearers.

But the real inspiration, the big moment of our convention was when our dear national president came to the platform. Had she not spoken a word, her presence, her shining countenance would have inspired us. But she did speak, and it was one great mother-heart speaking to those who needed her help and her words of wisdom. We were carried out of self into the realm of a desire for service to the children of our state and nation. Clearly she defined our task, vividly she portrayed the need of closer coöperation between the home and school on all matters of child welfare. There is no doubt in

the hearts and minds of those who heard Mrs. Schoff that the great work for women is in the Congress, and that no organization is so admirably fitted to work for the welfare of the children as our own.

Too much can not be said about the splendid women who made our convention such a success. Every committee was well manned and the whole machinery of the convention ran with clock-like precision.

The social features of the meeting were greatly enjoyed. The auto ride around the city gave the visitors a chance to see the beauty spots of Ft. Wayne. The mayor of the city was most cordial in his welcome to us, and gave us the freedom of his domain. Mrs. Arthur Rimmel welcomed us in the name of the Ft. Wayne Mothers Club. No one could doubt the genuineness of these welcomes, and everyone left Ft. Wayne hoping that subsequent conventions would have this same spirit.

The Congress supper held in the dining room of the convention church was a most inspiring part of the whole convention. Mrs. Simon Ackerman, our hostess chairman, presided, and a general feeling of good fellowship pervaded the supper hour, there were splendid toasts by the national organizer, Miss Gardner, Ohio's president, Mrs. W. H. Sawyer, Mrs. C. O. Shirey, president of the Ft. Wayne P.-T. A. Council, Miss Mae Griffith, a teacher in the Ft. Wayne schools, by the president of the city school board, Prof. Heimlick, and last but not the least, by our national president.

Among the distinguished guests at the Convention were the national organizer, Miss Lida E. Gardner, of Frankfort, Ky., and Mrs. W. H. Sawyer, the splendid president of Ohio. That Indiana felt honored by the presence of these guests is a very feeble way of expressing our appreciation for what they brought to our annual meeting. They were faithful in attendance at all meetings, and made many helpful suggestions at board meetings. No wonder Kentucky and Ohio are growing, with such leaders to give the vision.

One of the most important things that was done by the state board, was to endorse all legislation proposed by the Indiana State Teachers Association. The legislative committee of the I. S. T. A. conferred an honor on the Congress by asking the president to meet with the committee while plans were made to further education in this state. Many splendid bills will be introduced at the coming general assembly, and the Congress will have a part in helping to get them passed.

It was unanimously agreed that the real need of the organization in Indiana was money, and to that end Indiana Branch created a finance department with an expert at the head. This committee as well as the one on Mothers' Pension Law, will be made permanent by revision of the constitution. Indiana is going to

try and raise \$10,000 during the coming year \$5,000 for state work. Before the president of the Indiana Branch left Ft. Wayne, she together with three others, made a few calls on the business men of Ft. Wayne, and in less than an hour \$140 was realized. At the last board meeting of the Convention \$20 was raised by board members. Great enthusiasm pervades the organization now, and it is the object and purpose of the officers to keep this growing until every school district in Indiana has a Parent-Teacher Association affiliated with the state and national Congress, and working in full harmony with the educators of the state and nation.

The convention closed Wednesday noon, December 4, after adopting a platform declaring our principles. With the singing of one verse of "Blest Be the Tie That Binds," the annual convention was adjourned by the president and delegates and visitors prepared to return to their homes, fired with a new zeal for the greatest work of mankind, the welfare of the children.

Officers elected were: President, Mrs. Heuce Orme, Indianapolis; Vice-Presidents, Ft. Wayne District, Mrs. Simon Ackerman, Ft. Wayne; Indianapolis District, Mrs. Charles Shields, Clayton; La Fayette District, Mrs. S. C. Marks, La Fayette; Bloomington District, Mrs. Mary Waldron, Bloomington; Southeastern District, Mrs. Frank Cauble, Salem; Corresponding Secretary, Mrs. W. S. Mitchell, Indianapolis; Recording Secretary, Mrs. C. R. Heath, Noblesville; Treasurer, Mrs. W. O. Granger, Ft. Wayne; Standing Committees, Mothers' Pensions, Juvenile Court and Probation, Chairman, Mrs. Henry Joseph, Ft. Wayne; Finance, Chairman, Mrs. Clark Gifford, Ft. Wayne, Mrs. B. F. Wicker, Glenn's Valley, Mrs. Henry Joseph, Ft. Wayne, Mrs. Isaac Straus, Ligonier.

NEW JERSEY

ANNUAL STATE CONVENTION

At the annual State Convention held in Trenton, November 8th, the following officers were elected:

President, Mrs. Drury W. Cooper, Montclair, N. J.

First Vice-President, Mrs. Wellington Bechtel, Haddonfield, N. J.

Second Vice-President, Mrs. William Downs, Orange, N. J.

Third Vice-President, Miss Lillie Williams, Lambertville, N. J.

Recording Secretary, Mrs. Samuel P. Leeds, Atlantic City, N. J.

Corresponding Secretary, Mrs. G. L. Demarest, Roselle Park, N. J.

Treasurer, Mrs. Frank Herr, Moorestown, N. J.

PRESIDENT'S MESSAGE

"The hilarity of the first news of victory has passed. Our boys have won the victory. What

shall we do with it? Democracy is safe from without, but is it safe from within? Our great Allies have sowed in blood the seed of true democracy. What will be their harvest? The safety of the American Commonwealth lies in trained brains, minds that can reason straight and wills that can carry convictions into results.

"There is no virtue in democracy alone, but it lies in the people who make up the democracy.

"Education is the watchword in this great democracy of ours. The salvation of democracy rests on the schools, the churches and the homes. These three great agencies must take up where the guns leave off.

"There are two little points in education which are important; they are the teaching of patriotism and stabilization of character.

"I do not mean the patriotism of the battlefield, but rather the quiet unnoted patriotism of him who knows how to respect himself, his neighbor and his God, the man who sees his humble duty and does it."

Parents and teachers is not the above (spoken by Dr. Chapin) a clarion call distinct and clear?

What more vital agents can be found to develop the children than the school, church and home?

If your Parent-Teacher Association is dormant this is the time to wake it up.

There is great work ahead for every parent and every teacher if we are to have the healthy educated men and women we need for our glorious country.

Keep your children in school and attending regularly.

Use the Mothers' Congress Departments more and more. We have aids for every difficulty but can only give them to you as you let us know your needs.

Let us all go forward this wonderful year—for the children.

MRS. DRURY W. COOPER.

MESSAGE FROM THE GOVERNOR OF NEW JERSEY TO THE CONGRESS OF MOTHERS AND PARENT-TEACHER ASSOCIATIONS.

I should like to be present at the annual meeting and say a few words of encouragement to those organizations which have done so very much throughout our State to promote a thorough understanding between school authorities and the parents of pupils. It seems to me that there is more reason than ever for a continuation of the activities of the Congress of Mothers and Parent-Teacher Associations in these times, when extraordinary events naturally have a tendency to direct public attention away from

the school and school problems. The exigencies of the war period have unquestionably affected the smooth operation of the public school system and have placed in the path of the school authorities and parents many obstacles which did not previously exist. There is no doubt but that continued coöperation between teachers and parents, the motive of your organization, can prove a vast benefit in this emergency, and I wish you all success.

Very sincerely,

WALTER E. EDGE,
Governor.

TENNESSEE

A meeting representing all the *various* Parent-Teacher Associations of Knoxville, met at the Board of Commerce Building, December 6, 1918, to hear from Mrs. Eugene Crutcher, state president, of various phases of Child Conservation that had been pushed during the past year, such as recreation drive, home and school gardens, health crusade and "Back to School" drive, which is now being emphasized.

The imperative need of an amendment to the present compulsory school law, and an increased rate of taxes for education were emphasized.

A committee was appointed to draw up a resolution concerning an amendment to the compulsory education law, to be presented to a joint meeting of the City and County Parent-Teacher Associations, when definite plans to secure the necessary legislation will be made.

Mrs. Crutcher held a conference with the president of the board of education, superintendent of schools, and the executive board of the federation of parent-teacher associations, and since the East Tennessee Teachers' Association and Congress of Mothers both meet in Knoxville in the fall of 1919 plans were made to hold these conventions at the same time and have at least one joint meeting.

The parent-teacher organizations have been active in war work, having sold more than one hundred thousand dollars' worth of bonds, adopted many French orphans, aided the Junior Red Cross, and a number of our women have acted as four minute speakers.

At the East Tennessee Fair we planned a rest-room and furnished it with material loaned by different schools. We had there a table of literature explaining parent-teacher work.

These are just a few of the things done by the associations of our city. Just at present most of them are raising a fund to buy shoes and clothing for children who otherwise would be compelled to remain out of school.

PROGRAM FOR PARENT-TEACHER ASSOCIATIONS FOR JANUARY

The Programs given from month to month require the service of three members of the association for each meeting. They develop home talent, at the same time providing papers of educational value in child-nurture. They ensure a high standard for the season's meetings, and awaken wider interest in child-welfare as the members learn of the movement throughout the world.

FIRST TOPIC—The Bearers of the Heritage.

What do you know about the Kindergarten?

SECOND TOPIC (To be assigned to another member).

What Parent-Teacher Associations in other States are Doing.

THIRD TOPIC (To be assigned to third member).

Current Events in Child-Welfare

List of Loan Papers in Child Nurture suitable for programs may be secured by sending 3 cent stamp to National Congress of Mothers and Parent-Teacher Associations, 1314 Mass. Ave., Washington, D. C.

Japan

The Japan Organization of Mothers entitled National Kati: Kwai, desires to join the American National Congress of Mothers in the next International Congress of Mothers, and writes to learn when it will be held.

Mrs. G. F. Draper, of Yokohama, is the leader of the mothers. They have followed the plan of our own Mothers' Congress in having many leaflets and loan papers on Child Nurture. Some that are on our National list have been translated into the Japanese language.

The New Tracts in Japanese for the National are: (1) The Harmful Pacifier; (2) Captain Hardy's Fidelity to His Mother; (3) Report of the National Meeting held in Tokyo, April 20, 1918; (4) Report of the International Congress of Mothers (1914), by Mrs. Alexander; (5) The Responsibility of the Father in the Home—by a Father—(to be published); (6) Mr. Kotani's address at the Annual Meeting; (7) Some Songs for Mothers' Meetings, etc.

National Army and Navy Camp Committee:

Mrs. Kate Waller Barrett, *Chairman*.

Committees of National Congress of Mothers and Parent-Teacher Associations:

Thrift:

Mrs. C. E. Stoddard, Washington, D. C., State President.

Food Conservation:

Mrs. Fred T. Dubois, Blackfoot, Idaho, and State Presidents.

Co-operative Committee with Children's Bureau:

Mrs. Henry O. Holland, 112 Highland Ave., New York, and State Presidents.

Co-operative Committee International Kindergarten Union:

Miss Hildebrandt, Mrs. A. O. Ruste and Mrs. J. N. Porter.

Fatherless Children of France:

Mrs. L. R. Thompson, Memphis, Tenn.